

Internship Log: Form

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Activity # 1 Competency # 2	Date of Activity 12/15/10	Place of Activity My office	Time Spent on Activity 1 hour
Description of the Activity	Analyze the school's vision/ mission as it relates to the master schedule.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I have worked with the school's master schedule for three years, deciding who should teach what, how many classes we need based on enrollment, etc. I chose elective courses based on what teachers wanted to teach and what courses students wanted to take. Analyzing the schedule in relation to the vision/mission was something I had never done.</p> <p>The mission of Little Cypress-Mauriceville CISD is "to graduate young adults with the knowledge and skills necessary for success in an ever-changing technological society by guaranteeing each student an individualized and well-rounded education."</p> <p>This mission statement says that a well-rounded education is our priority, and that we are preparing students for an ever-changing technological world. I believe we are accomplishing these tasks. Our master schedule has changed this year to allow athletic periods to be at the end of the day. This minimizes times that coaches will need to be absent from their academic classes when needing to leave early for games. We have included technology programs that teach students not only how to use the latest technology, but also how to think about technology and use it creatively. This is important since technology changes so rapidly. Teaching students how to think will help them as they are using the new technologies that area available to them in the workforce.</p> <p>Analyzing the master schedule in relation to the mission statement is a new concept that I will continue to use. Thinking about whether what we are doing matches what we believe is an important step in educating our students.</p>		

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Activity # 2	Date of Activity	Place of Activity	Time Spent on Activity
Competency # 2	10/1/10-12/1/10; ongoing	LCMCISD	19 hours
Description of the Activity	Serve on district site based decision- making team and PBMAS core analysis team.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Serving on these two teams gave me a glimpse of consensus building, parent and community involvement, and the decision making process. As part of the district site based team, I was the non-teaching representative. I observed our superintendent and other central office administrators as they brought forth decisions to be made regarding calendars, budgets, dress code, district improvement plans, etc. Administrators were very clear and provided handouts to help explain each decision that had to be made. This helped parents and community members on the committee who did not have a background in education. One of the parents on the committee remarked that she had no idea how many decisions went in to developing the school calendar. I saw throughout these meetings the value of having parent and community input. Not only does the school benefit from this input, these stakeholders get a glimpse of what decisions are being made in the school. Many of these members have become some of our biggest supporters. I took this lesson to my own PBMAS committee. Although parents, students, and community members were required, I welcomed their insight on the committee. Having insight from those outside of the school walls keeps us from developing a narrow view and losing sight of the fact that we serve the greater community.</p>		

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Activity # 3 Competency # 2	Date of Activity 11/14/10	Place of Activity My office- LCM HS	Time Spent on Activity 1 hour
Description of the Activity	Review ways assessment data are used by the board, superintendent, faculty, staff, and community relations department.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Assessment data are the barometer we use to gauge our progression toward fulfilling our mission. We can look at this data and see where we excel, and where we need to improve. Looking at this data shows us that we are doing a great job of educating a vast majority of our students but that we also have some subpopulations that are still struggling. This guides our instruction for the upcoming year. The board receives a full report from the superintendent detailing and explaining all of these results. The results are presented in board workshops and weekly reports. We have computer programs such as Inova and Eduphoria Aware to help faculty gauge the progress of their students toward meeting their benchmarks. These user-friendly programs allow teachers and administrators to create charts and reports to monitor individual or group results in which they can look at whole tests or individual objectives. Our district community relations director also provides statements about the results to the media. Data is also the basis for our campus and district improvement plans and evaluations. I recognize the value of data and spend a great deal of time in my job analyzing data and planning our campus emphasis and professional development based on data results.</p>		

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Activity # 4	Date of Activity	Place of Activity	Time Spent on Activity
Competency # 3	10/6/10, 11/6/10	LCM High School	2 hours
Description of the Activity	Conduct a faculty meeting at the high school.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I have conducted several faculty meetings at the high school during my time as an assistant principal. Often, they revolve around curriculum initiatives or book studies, and other times, they are informational meetings to prepare teachers for an upcoming event. On these two occasions, the principal was not present, and I had the responsibility for the entire meeting. While I generally enjoy meeting with the faculty as a whole, I am also aware that their time is valuable, and they are waiting to return to their classrooms to begin the day. I have worked to balance covering the material that needs to be covered, allowing time for questions and explanations, and still finish in time for the teachers to get ready for their day. During one of these meetings, I was preparing the staff for a TEA visit. I was very mindful of the need to calm their anxiety while explaining what would happen to the best of my ability. At the same time, I was very nervous because I knew that the TEA monitors would interview me as part of their visit. I learned a great deal about the need for a leader to be able to calm fears and provide information even in the midst of one's own personal fears.</p>		

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Activity # 5 Competency # 2	Date of Activity 10/29/10-11/19/10	Place of Activity LCMHS	Time Spent on Activity 8 hours
Description of the Activity	Work with campus curriculum committee to examine the possibility of changing the campus schedule.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>This year, the teachers at LCM High School taught seven out of eight periods on a block schedule. This meant that teachers had a ninety-minute conference period every other day. Several teachers began to express the view that they may want to go off of block scheduling in order to at least have a forty-five minute conference every day. Other teachers were adamant that they would not like to have an eight period day, and tensions in some faculty meetings became strained. I created a campus committee to look at the possibility of changing the schedule. I had to utilize skills of consensus building and allow each person to share his or her views. I tried to make sure each person felt that his or her views were valued while I also had to make sure that I kept the meetings focused on our objective. As a committee, we gathered and analyzed the bell schedules of other districts and worked to create a schedule that would work for our campus. We decided to have a four-day trial of the eight period schedule to give teachers and students an opportunity to see what it would be like, and then, we allowed them to fill out a survey with their preference. Even before we tried the schedule, tensions grew, and teachers tried to influence others to think the way they did. I had to work to convince all teachers to give the schedule a try and let their colleagues make up their own minds. In the end, the teachers and students voted overwhelmingly to remain on the block schedule.</p>		

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Activity # 6 Competency # 2	Date of Activity 10/14/10 & 11/18/10	Place of Activity LCMCISD Central Office	Time Spent on Activity 3 hours
Description of the Activity	Attend a meeting of district administrators. Observe the leader's behavior in outlining goals, seeking information, providing information, etc.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I attended the district "A-Team" meeting on two occasions. This meeting is for principals and central office administrators, and this was a rare opportunity for me to glimpse what happens in these meetings. The meetings began with a motivational message from the superintendent. She always uses these gatherings to teach and guide administrators to be better both personally and professionally. During the meetings, Dr. Hargrove led administrators to share their thoughts on various issues, or to update her on their progress toward fulfilling a goal set in a previous meeting. She never condemned, but held each administrator accountable to report his or her progress. Each administrator had an opportunity to speak on issues they wanted to bring before the team, and Dr. Hargrove expertly led discussion by posing questions and directing discussion to the issue at hand. I learned a great deal about leading meetings, keeping discussions on task, and holding people accountable without making them feel like they are being attacked or condemned. Administrators know that Dr. Hargrove will follow up with the tasks she has asked them to complete. This is a leadership skill I will work on throughout the next year.</p>		

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Activity # 7	Date of Activity	Place of Activity	Time Spent on Activity
Competency # 5	11/29/10, 5/16/11, 5/19/11	LCMHS & LCMCISD Central Office	8 hours
Description of the Activity	Analyze curriculum alignment from middle school to high school.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>With the onset of STAAR, it was necessary for our teachers to make sure they were prepared to teach the necessary standards. I worked with the secondary curriculum director to meet with sixth through ninth grade teachers in core subjects to look at what STAAR would bring, and to develop a scope and sequence based on the readiness and supporting standards in the STAAR blueprint. As part of these curriculum days, teachers were able to see what concepts would be taught at lower levels and what concepts would not be introduced until the grade level they were teaching. We were able to achieve both horizontal and vertical alignment through this process, and the teachers were able to develop a scope and sequence that would guide their instruction. As a part of these meetings, I saw a need to help teachers let go of lessons they may have taught for years. Teachers had to stop thinking of teaching a lesson because it comes first in the book or because it is a favorite and instead look at the standards and teach exactly what is required in those standards. Leading in this scenario meant listening to what teachers were saying to each other and guiding and facilitating their discussion.</p>		

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Activity # 8 Competency # 5	Date of Activity 4/1/11- 6/8/11; 6/7/11 & 6/9/11	Place of Activity LCMCISD	Time Spent on Activity 8 hours
Description of the Activity	Participate in class scheduling at elementary and secondary levels.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I have participated in class scheduling for high school for several years, as it is part of my job. I know the considerations that must be made for numbers of sections, athletics, band, AP, dual-enrolled, double-block and singleton classes. I know what it takes to develop a master schedule that involves seventy-five teachers and multiple subjects. I did not, however, have experience with elementary scheduling. The elementary principals taught me that they must consider lunch times, physical education, music, enrichment, accelerated programs, and library times for their students. They must look at when their accelerated, physical education, music, etc. teachers are available, how many students per grade level need special services, and schedule those grade levels accordingly. I will readily admit that elementary scheduling is more involved than I had originally thought. I appreciated the time the elementary principals took to help me understand this element of the district I had never experienced.</p>		

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Activity # 9 Competency # 5	Date of Activity 12/6/10, 12/8/10, 12/9/10, 1/4/10	Place of Activity LCMHS	Time Spent on Activity 10 hours
Description of the Activity	Conduct teacher appraisals using the clinical supervision model.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I am involved in teacher appraisals for approximately eighteen teachers. Some of our newer teachers need additional support as they learn the craft of effective teaching. For these teachers, I met with them prior to their appraisals to help them understand what would happen as part of the appraisal process. I also met with them after the appraisal to discuss the appraisal results. Throughout the school year, I visited the classrooms of these teachers and provided assistance and guidance to improve teaching and classroom management. All of these teachers were valuable additions to our faculty, and I look forward to working with them again next year. Through this process, I learned more about how to give constructive feedback and monitor the progress of novice teachers. I am working to overcome feeling like I am interrupting when I go into their classrooms and on having difficult conversations when necessary. This is a model that I believe is beneficial to both the teacher and the administrator as it helped me learn valuable leadership skills as well as helping the teachers grow in their profession.</p>		

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Activity # 10 Competency # 6	Date of Activity 3/3/11, 3/10/11; 4/7/11-4/21/11	Place of Activity LCM High School	Time Spent on Activity 10 hours
Description of the Activity	Meet with school faculty members to discuss ways to improve student motivation for passing TAKS. Take this information to develop campus TAKS Blast initiative.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>This year, I wanted to do something new with our TAKS focus, but I did not know exactly what that would be. I announced at a faculty meeting that I would be having a meeting to discuss strategies for an intensive TAKS Blast that would last for the weeks leading up to the TAKS. On the appointed date, I met with approximately thirty teachers who volunteered to give up their morning to discuss what they believed would work with students. We narrowed down the list to what we felt were the best ideas, and I gave them a week to think about how they would be implemented. When we came back for the next meeting, the teachers had new ideas and some strategies to go with them. I was able to take those ideas and develop them into our TAKS Blast. We had a word of the day each day during the announcements culminating with a hilarious video quiz written and directed by our video technology class each Friday. We drew for prizes from the correct answers. We created TAKS question polls on Poll Anywhere and ran them on the video screens in the cafeteria. At first, students were confused by us telling them to pull out their phones and text in answers, but then we could overhear them talking about the questions and answers at their tables. Finally, we rearranged our schedule so that we could target students in need with additional help. In the end, we were rewarded with our best TAKS scores ever. Through this experience, I learned to go to the teachers for their input. They know the students and their struggles better than anyone. This is something I will continue for next year, and I would like to get student input as well.</p>		

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Activity # 11 Competency # 6	Date of Activity 12/16/10	Place of Activity My office- LCMHS	Time Spent on Activity 3 hours
Description of the Activity	Review board policy on technology with the district technology director.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>This activity was a culminating activity from my work on the district technology committee. We had worked on revising acceptable use policies for students and employees, and I met with the technology director to recap the policies and revisions. One important lesson I learned during this time is the need for balance. Technology changes so fast those policies can quickly become outdated. We must be flexible and constantly evaluate our policies for effectiveness, all the while making sure they address current issues. A technology policy must balance the world of opportunity opened to our students through technology with the district's responsibility through the Children's Internet Protection Act (CIPA). Also we must take into account the security of the district's servers. Next year, we are experimenting with allowing students to bring their own technology to school. Our technology department will create a guest network, and students will not be allowed to access network files, but the technology director is still concerned about viruses. She is working on a policy in which the technology department will check student devices for appropriate virus protection software in order to protect district computers.</p>		

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Activity # 12 Competency # 6	Date of Activity 12/10/10	Place of Activity LCMHS Principal's office	Time Spent on Activity 2 hours
Description of the Activity	Analyze district test results. Assess strengths and weaknesses.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Analyzing test results is an important part of my job. These results show us our strengths and our weaknesses, and they help us focus our instruction. Our test results are very good for all students in ELA and social studies. Most students also do well in math and science. Our weaknesses, however, lie in a few sub groups. Across the district, we struggle with African American and economically disadvantaged students in math. Some campuses also struggle with Hispanic students' scores in math.</p> <p>I always tell our teachers that the important thing to remember when looking at data is that those numbers represent students. While I am pleased with the results for the vast majority of our students, I am concerned about our sub populations. I want to make it a priority to learn what we can do to help those students succeed. I need to communicate to teachers the importance of monitoring these groups to make sure that they are receiving the instruction they need.</p>		

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Activity # 13 Competency # 5	Date of Activity 2/23/11, 4/21/11, 4/25/11	Place of Activity LCMHS, LIT, American Red Cross Office	Time Spent on Activity 12 hours
Description of the Activity	Plan and supervise a co-curricular activity.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I am responsible for approving co-curricular activities, making sure teachers turn in the required forms and complete their paperwork on time. This time, though, the tables were turned as I was the one gathering permission slips, submitting transportation forms, and tracking down students to make sure they knew what to wear and what time we were leaving. Supervising this activity was a joy as I took four students to Lamar Institute of Technology for the first annual Youth Leadership Southeast Texas Conference. I then supervised these young leaders as they completed a community service project of collecting coloring books and crayons for the American Red Cross for children who lost their homes in fires or natural disasters. I again had to take care of permission slips and transporting students as we delivered the donations to the American Red Cross. I was truly blessed to be a part of this group and to watch them develop their leadership skills, but I have a new appreciation for teachers who supervise co-curricular activities on a regular basis.</p>		

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Activity # 14 Competency # 7	Date of Activity 1/31/11-2/2/11	Place of Activity My office	Time Spent on Activity 20 hours
Description of the Activity	Assisted in presentations at TASA Mid-Winter Conference.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>This activity was a highlight of my internship experience. I had wanted to attend the TASA Mid-Winter Conference and was pleased to find out that we would receive internship hours for attending, but I was really excited to find out I would be presenting at the conference. I had been nominated by my superintendent to work with campus and district administrators from across the state to develop the Field Guide for Implementing the New Vision for Public Schools in Texas. As we worked on this project, we were told that it would be ready to be revealed at the TASA Mid-Winter Conference and that we were requested to attend. Later, I found out that four other field guide writing colleagues and I would be assisting in the presentations at the conference. We started with two shorter presentations that were introductions to the new vision. At these sessions, we were able to share about our work and help facilitate discussion about the vision. I learned how to facilitate discussion and ask questions of the table group to help focus their thinking. Finally, we were given specific parts to present as part of a longer, two-hour session. I spent the evening in my hotel room studying and preparing what I would say. I wanted to convey my excitement while demonstrating how the field guide could help districts implement the new vision. Being a part of this presentation was exciting, and I learned more from the other presenters about how to relax, ask questions, and facilitate discussion. Being able to present professional development on a larger scale platform helped to build my confidence and gave me the opportunity to learn from expert presenters.</p>		

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Activity # 15 Competency # 10	Date of Activity 11/14/10	Place of Activity My office	Time Spent on Activity 2 hours
Description of the Activity	Meet with a district leader involved in implementing district change.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>A major change in our district this year was going to a limited open enrollment policy. Our superintendent has been instrumental in leading this change, and she has taught me a great deal about leading during times of change. First, she taught me that you must be open and proactive in answering questions. Dr. Hargrove went to each campus to meet with teachers and assure them that their classrooms would not be overloaded with extra students. Parent and community meetings were held to answer questions of those stakeholders. Also, she gathered information from other districts and worked with the board and administrators to develop a policy that would work for our district. As the policy was developed, communication was sent to the media and via email to district staff. Another lesson I learned was to pilot the change before it fully takes effect. Our district piloted the program for the spring semester to work out any problems before accepting applications for the full school year. After receiving around seven applications for the spring and accepting a couple of students, the superintendent and board decided to make a few changes to the policy. Again, these changes were detailed for staff, parents, and the community. Open lines of communication, collaboration, and willingness to be flexible and change plans are the lessons I learned about leading through change.</p>		

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Activity # 16 Competency # 6	Date of Activity 12/12/10	Place of Activity LCMHS Principal's office	Time Spent on Activity 2 hours
Description of the Activity	Review discipline referrals and analyze regarding grade level, special programs, race, and gender.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Discipline referrals at LCM High School were down in some areas this year, especially in regard to tardies. As the administrative team reviewed discipline numbers at the beginning of the year, the large number of tardies on campus concerned us. After talking about the problem for some time, we decided we were not happy with the system of giving two warnings before any punishment. With 1200 students, we were potentially allowing 2400 free tardies! We made the decision to have a zero tolerance policy for tardies, starting with a detention for the very first one. We communicated this policy to students and teachers, and the number of tardies dropped drastically. As far as a grade level analysis, we are having a larger number of serious offenses among our ninth grade students. In the past, we have had a larger number of special education students in ISS or DAEP, but we have utilized alternative discipline methods such as cooling off periods and the elimination of period ISS, and this has evened out those numbers. I have learned the importance of analyzing discipline data as well as academic data to show us trends that we need to monitor and new strategies we may need to implement.</p>		

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Activity # 17 Competency # 10	Date of Activity 5/2/11-5/20/11	Place of Activity LCMHS	Time Spent on Activity 6 hours
Description of the Activity	Participate in a career/ educational program session with students.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>As the school year ended, I met regularly with many students who were interested in career education programs. We discussed career goals and what high school or college courses would be beneficial. I talked to many students about what math class to take based on future college or career goals. I talked to others about Career and Technical Education programs that would lead to licenses so that they could begin a career as soon as they graduated high school. One student's parents asked me to talk to him about how to use the courses he had taken for future employment.</p> <p>Talking to these students is always exciting for me. I enjoy having the opportunity to show students how vast their options are and how varied our programs are. I want students to understand that it is our desire to give them every opportunity we can to help them be successful, productive citizens. It is important for me to help them take advantage of those opportunities.</p>		

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Activity # 18 Competency # 8	Date of Activity 6/2/11	Place of Activity LCMCISD Central Office	Time Spent on Activity 3 hours
Description of the Activity	Participate in a technology meeting with district administrators.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Last year, all administrators and teachers took part in a technology test to help our technology director determine where our weaknesses were and what professional development would be needed. As a result, we will be receiving instruction on ways to use web 2.0 tools to collaborate in Professional Learning Communities. In order for us to be ready to begin this new project, administrators met with the district technology director and instructional technology specialist to set up blogs, wikis, and Twitter accounts. Since I already had all of these accounts (blogs and wikis from my courses at Lamar), I enjoyed finding more educators to follow on Twitter and following my administrator friends who were new to Twitter.</p> <p>We were then challenged to begin using these tools to share resources, and I have been really excited about this new venture. We will begin PLCs in the fall, and I look forward to using the technology I have learned in this program to participate in this new way of learning and sharing.</p>		

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Activity # 19 Competency # 8	Date of Activity 12/15/10; 5/19/11	Place of Activity LCMHS & LCMCISD Central Office	Time Spent on Activity 3 hours
Description of the Activity	Meet with school attendance officer to discuss procedures, policies, law, finance, and general operations. Participate in district PEIMS Audit.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p> This year, I have learned the importance of keeping accurate attendance records and properly coding students to receive maximum funding. Our school attendance staff carefully codes and enters absences. A call-out system is utilized to make parents aware of student absences. Counselors and the Assistant Principal for Curriculum and Career and Technical Education make sure that courses and students are coded for CTE contact hours. I have learned that we need to work to make sure that our economically disadvantaged students are coded correctly so that we receive maximum funding. At the high school level, we have many students whose younger siblings are listed as economically disadvantaged, but the older students do not turn in the paperwork. We need to be careful about making sure we catch these errors. </p> <p> Also, during the PEIMS audit, we were shown attendance trends. There are months that attendance rates drop for certain grade levels. We need to determine what is causing these drops and figure out how to combat the problems. </p>		

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Activity # 20 Competency # 9	Date of Activity 10/22/10	Place of Activity LCMHS	Time Spent on Activity 2 hours
Description of the Activity	Attend a meeting with district maintenance director to discuss facility issues and solutions.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Facilities are a weaker area for me. I have come to recognize the importance of a good maintenance director that will work with administrators to help accomplish the visions we have for our campuses. I appreciate the fact that our maintenance director tries to do what we need to do while maintaining cost efficiency. Also, we must balance the fact that we still need new facilities and putting too much money into facilities that need to be replaced would be poor stewardship of taxpayer money. During this meeting, we discussed needs at the football stadium. We have issues with parking for visitors and crowd control. Mainly, we needed a good way to keep home and visitor sections divided. With our maintenance director's help, we developed a plan to add new gates and open an additional ticket booth. These fixes would temporarily aid us in solving our problem while not costing too much money.</p> <p>We also talked about long-term plans for moving softball fields and expanding parking. Having these long-term goals in mind keeps us from spending money for repairs that will not be needed or for new structures that would be torn down in future expansion projects. With proper planning, the improvements we make now can be incorporated into newer renovations.</p>		

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Activity # 21 Competency # 9	Date of Activity 6/10/11	Place of Activity My office	Time Spent on Activity 2 hours
Description of the Activity	Review policies for student transportation and food service.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Reviewing policy has been a worthwhile activity during my internship, and I have learned a great deal about what is required. I have also learned that administrators must also consider the practical aspect of implementing policy. For example, when I reviewed policy on transportation, I learned that the district is only required to provide transportation to students who live further than two miles from the school. At first glance, this did not seem unreasonable, but as I really thought about it, I began to think of what my son looks like as I drop him off at middle school every morning. Carrying a backpack full of books, his athletic bag, and his trombone, he barely makes it from the parking lot to the building. Imagining him carrying all of this and walking two miles in the heat of August or in the rain put a new perspective on that policy, and I understood how a superintendent must look at how implementation of the policy would affect the district's students.</p> <p>The same is true for food service. We have a policy that all lunch lines will be cashless. Students may only put money on their accounts in the morning. At first, this was very hard on students. They would forget to put money on their accounts in the morning, but they quickly learned that they needed to remember. The result has been more efficient lines that allowed students and staff to pass through rapidly. Again, the effect on the student had to be considered. Although it got off to a rough start, this policy has been effective.</p>		

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Activity # 22 Competency # 9	Date of Activity 5/18/11	Place of Activity LCMHS Cafeteria	Time Spent on Activity 1 hour
Description of the Activity	Observe district food service workers, focusing on requirements, needs, concerns, and overall assessment of work.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Our district food service workers work very hard to maintain excellence in their profession. They all attend continuing education classes outside of the workday to ensure that they achieve the highest level of training in the requirements for food service workers. I observe our food service workers regularly as I spend time in the cafeteria each day for lunch duty, but on this day, I paid particular attention. The workers very carefully followed sanitation procedures, wearing gloves when serving food, and removing and changing gloves when stepping away from the food service line for other tasks. Our cafeteria consistently scores very high marks from the health department.</p> <p>I can see that it is the superintendent's job even to be sure that food service workers are following procedures and maintaining a healthy environment for the district's students. This is not something I would have considered as part of the superintendent's job before completing this internship.</p>		

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Activity # 23 Competency # 7	Date of Activity 12/15/10	Place of Activity LCMHS Principal's office	Time Spent on Activity 3 hours
Description of the Activity	Participate in an interview for a professional position.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I usually participate in all interviews for teaching positions on my campus. This year, however, we did not hire any new teachers. We did, however, hire a new secretary for the principal, and I participated in those interviews. I have learned a great deal about interviewing from my campus principal. At first, I tried to write down everything an applicant said and make notes during the interview. This caused me to not really be able to focus on the applicant and what he or she was saying. My principal, however, has a different system. She interviews as a conversation with some direct questions. She talks with the applicant and listens for cues that the applicant will be a good fit for the campus. She tries to get to know the applicant and let the applicant get to know us as well. I have adapted this style as my own, and I am able to make better decisions. If something the applicant says is a red flag or extremely positive, I write that down. Otherwise, I listen and reflect, trying to get a feel for the applicant's personality and work ethic.</p> <p>This was the strategy I used as we interviewed applicants for the secretary position. We had several good applicants, and the decision was difficult. I found myself wanting to give several of the applicants a job. In the end, we went with someone who was already on campus, and she has been excellent. I have learned that being a good listener is essential in interviewing.</p>		

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Activity # 24 Competency # 8	Date of Activity 12/14/10	Place of Activity LCMHS	Time Spent on Activity 2 hours
Description of the Activity	Participate in the budget planning process at the campus and department level.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Campus and department budget planning was challenging this year as the budget was being cut. On this particular day, I analyzed the budgets for what had been spent around the mid-point of the year so I could begin thinking of areas that could be cut. I looked at departments that were spending very little and departments that had already spent most of their budgets. I looked at departments that were doing much with little and those that were doing a little with much. I began to look for ways to carve out a budget for a new culinary program and to increase the budget for anatomy since we had a teacher that was working to expand the program. All in all, I think I have a good handle on where our budgets are at this point, and I have some ideas about what can be done when we know more about what our budget will be.</p> <p>I can see that an important skill for a superintendent would be a constant supervision and monitoring of the budget. The district cannot run out of money before the school year ends, and the money allotted must cover the needs of students during the school year.</p>		

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Activity # 25 Competency # 3	Date of Activity 11/18/10	Place of Activity LCMCISD Central Office	Time Spent on Activity 2 hours
Description of the Activity	Interview the district public relations coordinator regarding strategies for effective communication.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>The district public relations coordinator is charged with the important task of communicating district needs and successes with the public. Sometimes, she is also responsible for responding to negative publicity or something negative that happens on a campus. Mrs. Combs shared with me some of her strategies for effective communication. First, she is proactive in her communication. She makes sure to communicate the successes of our students and staff via the district web site and media releases. She also maintains an open relationship with the press. She makes media personnel feel welcome on our campuses. She also maintains a positive image for the district and encourages parent and community involvement.</p> <p>Our district is fortunate to have a public relations coordinator, but many districts do not have this luxury. In those cases, the superintendent or another central office administrator must take on those duties. For this reason, I am grateful that I had the opportunity to talk with Mrs. Combs and learn from her suggestions.</p>		

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Activity # 26 Competency # 3	Date of Activity 2/15/11	Place of Activity LCMHS	Time Spent on Activity 8 hours
Description of the Activity	Plan and supervise a parent information night to answer questions and receive input from parents.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Our eighth grade tours and parent information night give us an excellent opportunity to meet with incoming ninth graders and their parents to answer their questions and give them an overview and welcome to high school. I planned for our eighth grade students to come over during the day. I talked to them about high school courses, credits, and activities. Then, student volunteers from clubs and organizations took students on tours of the campus, answered their questions, and played team-building games with them. The students were placed on teams that included students from both middle school campuses and the area private school so that they could get to know each other. Students were told to remind their parents to come back that night for a parent information night.</p> <p>We gave a presentation to the parents about what high school has to offer their students, graduation requirements, and registration. Then, we answered their questions and visited with them so they could get to know us. During both of these events, I worked on skills of hospitality, creating a fun and welcoming atmosphere for students, and an informative and supportive atmosphere for parents.</p>		

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Activity # 27 Competency # 3	Date of Activity 12/15/10	Place of Activity LCMHS Library	Time Spent on Activity 2 hours
Description of the Activity	Examine and evaluate the school library with regard to resources that address the heritage and values of culturally diverse populations.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>The school library contains many titles for culturally diverse populations. A simple search for “culture” yields 537 results. A search for “African American” yields 470 titles and “Hispanic or Latino” yields 23. These simple searches demonstrate the availability of culturally diverse texts, but the librarian would readily help any student find a book he or she needed. These works address heritage and values, history, and current events. Also, many titles written by culturally diverse authors are present in the library. Our librarian has done a great job of including modern literature as well as classics, and both works of fiction and nonfiction are available. Also, the librarian receives updates from listserves and newsletters so that she always knows what the current top books are for teens, and she makes these available at all times. The library is an inviting, welcoming place for students and has become a hub of the campus. Students frequently utilize the library for research as well as leisure, and the librarian is always helpful in suggesting relevant literature for all students.</p>		

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Activity # 28 Competency # 3	Date of Activity 6/13/11	Place of Activity My office	Time Spent on Activity 2 hours
Description of the Activity	Compile a list of social agencies to support students and staff.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I was surprised at the number of social agencies available in my area. It is important to realize that schools can utilize the help of outside agencies to assist its students and staff, and their families. Some available agencies are Adult Protective Services, Battered Women and Children's Shelter, Birth-Rite Crisis Pregnancy, WIC, CASA, Child Abuse Services, Child Protective Services, Family Services, First Steps, Food Stamp Office, Friends Helping Friends, Headstart, House of Refuge, Johnson's Interpreting Service, Languages Unlimited, Life Resource, Meals on Wheels, Orange Christian Services, Orange County Drug/ Alcohol, Orange County Indigent Care, Orange County Victim's Assistance, American Red Cross, Salvation Army, Texas Workforce Commission, Transportation Services, and several community health clinics. I knew about some of these services, but I did not know about translation or transportation services. Many of these services would be useful for our students or their families. From providing assistance to those with low incomes, to assisting those with disabilities, to aiding the abused, the social service agencies in our area are valuable resources for schools and the community they serve.</p>		

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Activity # 29 Competency # 1,4	Date of Activity 10/15/10	Place of Activity LCMCISD	Time Spent on Activity 1 hour
Description of the Activity	Analyze the superintendent's job description and evaluation instrument for correlation between the description and the instrument.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>The superintendent's job description is much more vast than I would ever have imagined prior to beginning this program. The job description of the superintendent closely matches the ten competencies we have learned in this course, and I am blessed to have a model superintendent from which to learn. Our superintendent has developed her own evaluation instrument by expanding the one that was given to her. She believes that her evaluation is really the district's evaluation, and she wants to give the board every piece of information that she can so that they can complete a thorough evaluation. The evaluation closely matches the superintendent job description and the district improvement plan.</p> <p>I have learned the value of thorough, honest, evaluation from my superintendent. Without people to help you see your strengths and weaknesses, you will not be able to grow as effectively. Evaluation is not something to be feared or avoided; rather, it is to be embraced as a tool for growth.</p>		

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Activity # 30 Competency # 1,4	Date of Activity 10/15/10	Place of Activity LCMHS	Time Spent on Activity 1 hour
Description of the Activity	Interview a retired educator, focusing on the oral history of the community and school system.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I interviewed Rick Dean, who was retiring from the district for the third time. Mr. Dean had been a coach, teacher, assistant principal, CATE director, and principal, and was again serving as a teacher. His wisdom and support were invaluable, and I will greatly miss having him on campus. I learned quite a bit about what my job used to be since Mr. Dean had once been CATE director, and that is ½ of my job. Times were much more relaxed then, with the exception of TEA DEC visits. Mr. Dean helped calm my nerves as I was preparing for a TEA DVV visit. Also, Mr. Dean told me about the year he served as the only assistant principal on campus (we now have four) and was a part-time teacher and coach. The difference, he said, was that if a student was misbehaving, all he had to do was send that student home. He did not have to worry about positive behavior support, ISS, or DAEP. There were no hearings or special education requirements. Discipline took very little of his time as an assistant principal. As a retired administrator, Mr. Dean had seen all parts of the district, working in both towns, and at the elementary and secondary levels. Having the wisdom and expertise of a retired educator for encouragement and to help us understand the history and culture of our district is an invaluable resource.</p>		

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Activity # 31 Competency # 1,4	Date of Activity 10/1/10-6/12/11	Place of Activity LCMHS	Time Spent on Activity 4 hours
Description of the Activity	Provide evidence that I do what I tell others to do.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I often tell teachers they must come to work on time, monitor students, communicate with parents and colleagues, dress professionally, and maintain a professional manner at all times. Throughout my internship, I worked to make sure that I did all of the things I told others to do. When I was tired and wanted to dress down, I remembered professional dress. I made sure that I arrived early to work and greeted everyone in a professional manner, no matter what my mood might be. I also monitored student progress and reported on my monitoring to teachers so that they would see that modeled. I called parents or returned emails promptly and worked to keep colleagues informed and up to date.</p> <p>It is vitally important for a leader to do what he or she tells others to do. If I was to tell teachers to be on time, but I was always late, I would lose my credibility with teachers. Modeling professional dress and communication demonstrates that I care about how I present myself and interact with others. Teachers need to see that if something is important enough for me to require it of them, I should require it of myself as well.</p>		

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Activity # 32 Competency # 1,4	Date of Activity 10/1/10-6/12/11	Place of Activity My office	Time Spent on Activity 4 hours
Description of the Activity	Develops the following interpersonal skills: avoids being defensive when challenged and encourages others to participate when leading meetings.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Just as I must do what I tell others to do, I must also work on interpersonal skills that I expect to see developed in others. Throughout my internship time, I worked on avoiding being defensive when challenged and encouraging others to participate when leading meetings. It has always been my natural tendency to become defensive when challenged. I have worked hard this year at not taking challenges as personal attacks, and stepping back and looking at the situation from a detached view. Often, the person is challenging an idea that he or she does not understand. Many times, the idea itself is flawed and needs to be revised. Seeing challenges as an opportunity to explain ideas and dialogue about possible improvements has been a valuable skill for me to learn.</p> <p>As part of my three- year professional development plan, I will continue to work on interpersonal skills, adding boldness when dealing with conflict to the skills I need to strengthen.</p>		

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Activity # 33 Competency # 1,4	Date of Activity 12/13/10, 1/10/11, 5/9/11	Place of Activity LCMCISD	Time Spent on Activity 5 hours
Description of the Activity	Attend school board meetings and reflect on proceedings and outcomes.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Attending school board meetings is always interesting to me. Since I am always interested in the inner workings of a district, I have always read board minutes and agendas for the districts where I have worked. As I attended these meetings, I watched how the superintendent interacted with the board in light of my interviews about superintendent-board relations. I had noticed in meetings before that the board seemed to be well informed and had very few questions about agenda items. I now know that the superintendent spends between eight and forty hours per week communicating with board members. Before an agenda item even comes up for a vote, the superintendent has worked with the board, answered their questions, and explained what they needed to know to make an informed decision. The hours put in to communication ahead of time make for smooth board meetings. This was another proof of the power of and necessity for frequent, effective communication.</p>		

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Activity # 34 Competency # 5	Date of Activity 10/26/10; 12/7/10	Place of Activity Region V ESC Silsbee, LCMHS	Time Spent on Activity 16 hours
Description of the Activity	Evaluate and understand the Response to Intervention process.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I attended three training sessions on the Response to Intervention process, two of which were during my internship program. I had no idea how involved the RtI process was and how difficult it would be to implement on the secondary level. One lesson I learned from these sessions is that I have to lead the teachers to provide better documentation of their lesson plans, instruction, reteaching, and student progress. The organization of a truly effective RtI program will take extensive time, trial and error, and patience. I will need to employ leadership skills of team building, consensus building, and vision casting to truly provide an RtI program the way it should be. I will begin working on plans to develop a team that will begin to evaluate all students to determine who needs to be placed in Tier Two remediation, and we will work on a focus of literacy. I must remember that implementation will be gradual, and we will not get it all right the first time.</p>		

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Activity # 35 Competency # 10	Date of Activity 4/30/11, 5/16/11	Place of Activity LCM Community	Time Spent on Activity 2 hours
Description of the Activity	Choose a current issue in the district and interview persons on each side of the issue.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>Our district had a failed bond election three years ago. There is talk of trying for another bond, but the economy is not stable enough to ask for a tax increase from voters. The district is divided for and against a bond issue. Those who would vote for the bond recognize that our high school needs to be replaced, and other buildings in the district need to be repaired. Most of these people would say that the high school is the only building that serves all of the district's students. Those who are against the bond list various reasons for their position. Some are in a portion of Orange County that has been annexed by the city of Orange. They are already having to pay Orange city taxes, and they do not wish to pay any more. Others feel that the junior high campus is worse than the high school, and they would like to see a new junior high built before the high school. Still others are upset that a new location for the high school was not chosen as part of the bond. Many of our students live a long distance from the high school, and they desire a central location.</p> <p>A superintendent must listen to and consider the viewpoints of the community in order to pass a successful bond initiative. Minimizing the views of others makes them feel like they are not valued and their opinions do not matter. Passing a successful bond will require bringing two communities together.</p>		

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Activity # 36 Competency # 6	Date of Activity 5/23/11	Place of Activity Beaumont, TX	Time Spent on Activity 6 hours
Description of the Activity	Attend training for implementation of STAAR and evaluate as an issue affecting teaching and learning.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>STAAR will change the way our teachers teach. We are told that the test will be narrower, testing fewer items, but on a deeper level. The level of instruction must be brought up to match the level of tested questions. I attended this training with principals from elementary and secondary campuses as well as the elementary and secondary curriculum directors. I benefitted from being able to hear from the elementary people during the meeting and over our conversations at lunch as they discussed their TAKS scores we had received that day and changes they would have to make in order to effectively prepare students for STAAR. They talked about dividing fourth graders into teams with three teachers as they had done with fifth grade the year before. The idea was to give teachers time to specialize in their subject area to obtain that deeper knowledge that would be needed for STAAR.</p>		

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Activity # 37 Competency # 8, 10	Date of Activity 10/7/10, 10/27/10, 11/29/10, 12/14/10	Place of Activity TASA Office, Austin, TX My office, LCMHS	Time Spent on Activity 20 hours
Description of the Activity	Work with the professional organization TASA as part of the New Vision for Public Education Field Guide Writing Team. Learn how TASA supports superintendents.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>As part of learning about professional organizations and leading organizational change, I have included my work on Texas Association of School Administrator's New Vision Field Guide. Since the guide deals with organizational changes, I felt that this would be a good area to include it, although it covers many areas. I worked with school administrators from across the state over several months to develop this electronic field guide that would help schools evaluate their current level of implementation and learn how they can further implement the New Vision in their schools. Spending time with these administrators, many of whom were superintendents or assistant superintendents, gave me valuable insight into school districts across Texas and many different leadership styles. This opportunity was one of the most beneficial activities of my internship.</p> <p>I also learned about ways TASA supports school superintendents. Through publications, professional development, networking, legislative presentations, and support, TASA provides school administrators with the tools they need to be successful.</p>		

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Activity # 38 Competency # 8	Date of Activity 1/1/11-6/12/11	Place of Activity My office	Time Spent on Activity 4 hours
Description of the Activity	Compile a list of books, publications, etc. used or recommended for the position of superintendent.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>I love books! If I had the space, I would have so many more, but I have come to enjoy reading on my iPad, which doesn't take up so much space. Reading is an important goal for administrators who value continued professional growth. Many of the books on my list I already have in my personal library and others are on my list to obtain in the near future. I also frequently read TexasISD.com, and the websites for ASCD, TASA, and TASSP, and I receive a school law newsletter each month. Some of my favorite books are:</p> <p><i>Teach Like a Champion</i> by Doug Lemov (a book study I am doing with our teachers)</p> <p><i>Courageous Conversations about Race</i> by Glenn Singleton and Curtis Linton</p> <p><i>School Leadership that Works</i> by Robert Marzano, Timothy Waters, and Brian McNulty</p> <p><i>Learning From the Best: Lessons From Award-Winning Superintendents</i> by Sandra K. Harris</p> <p><i>Shaping School Culture: The Heart of Leadership</i> by Terrence Deal and Kent Peterson</p>		

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Activity # 4 Competency # 3	Date of Activity 5/12/11	Place of Activity My office	Time Spent on Activity 2 hours
Description of the Activity	Participate in a televised media interview.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>This activity was not one that I had planned, and it came as quite a shock. I received a phone call from our district community relations coordinator that someone from a television news station was doing a story on students going straight from college to the workforce, and he had a few questions about what high schools are doing to prepare these students. She asked me to call him and answer his questions. I called him and gave him my answer. His response was, "That's great! Would you be willing to say the same thing on camera?" I was stunned, but I thought I would take some time, gather some information, memorize an answer, chose the correct outfit, get my hair styled, and be ready for my camera appearance in just a few days. So, I said, "Sure! When would you like to do it?" He replied, "I'll be there in twenty minutes." Needless to say, all I could do was run a brush through my hair and take a few deep breaths before he showed up at my campus with a cameraman.</p> <p>Although I was caught completely off guard, once the interview started, I felt comfortable and really forgot about the camera. I did not watch my interview on television, but several people, including the community relations coordinator and my principal, said that I did a great job. I also learned a valuable lesson: school leaders must be ready at a moment's notice to communicate the district's vision and priorities to the community and media.</p>		

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Activity # 34 Competency # 5	Date of Activity 11/30/10-12/3/10	Place of Activity Austin, TX	Time Spent on Activity 20 hours
Description of the Activity	Participate in Texas Assessment Conference with Secondary Curriculum Director. Discuss upcoming changes to state testing and implications for district.		
Personal Reflection/Learning: Focus reflection on the leadership skill.	<p>With the introduction of a new testing program, STAAR, attending the Texas Assessment Conference was a valuable experience. I took copious notes on the overall testing program, and I attended sessions for each subject area so that I could bring back the information to the teachers. Attending with our Director of Secondary Curriculum afforded me the additional opportunity to spend evenings and breaks discussing what the new testing program would mean for our district. We discussed the need to align our curriculum to the readiness and supporting standards, and how we needed to vertically align our curriculum so as to avoid unnecessary repetition. Also, there was discussion about how to include the 15% grade requirement. We were told that TEA would leave it to districts to decide if grades would be recalculated on subsequent administrations of the test. We quickly decided that we would not want to do this, as student who are trying to achieve higher grade point averages would want to take tests multiple times to try to raise their scores. Although this is still allowed, we will not be recalculating grades each time a student retests. This conference was extremely valuable, and I will be attending this school year as well.</p>		